

## The Effects of Ideological Diversity and Polarisation on Political Science Classrooms and Curricula in Nigeria

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**Abstract:** This study examines how the increasing ideological diversity and polarisation in Nigeria affect the teaching and learning of political science in higher education institutions. It explores the challenges and opportunities that political science instructors and students face in dealing with diverse and conflicting perspectives on political issues and processes. It also analyses how the political science curricula reflect and respond to the changing political landscape and dynamics in Nigeria. The study employs related literature, texts, journals and books as primary sources of data. The study finds that ideological diversity and polarisation have both positive and negative effects on political science classrooms and curricula in Nigeria. On the one hand, they stimulate critical thinking, debate and engagement among students and instructors and expose them to different viewpoints and sources of information. On the other hand, they also create tensions, conflicts and biases that hinder effective communication, collaboration and learning. The study also finds that the political science curricula in Nigeria are largely outdated, inadequate and insensitive to the current political realities and needs of the society. The study recommends that political science instructors and students should adopt more inclusive, respectful and constructive ways of interacting with each other in the classroom and that the political science curricula should be revised and updated to reflect the diversity and complexity of Nigerian politics.

**Keywords:** Political science, ideological diversity, ideological polarisation, curricula and Nigeria.

### INTRODUCTION

Political science is a discipline that studies the theory and practice of politics, government and public policy. Political science classrooms and curricula aim to provide students with the knowledge and skills to understand and engage with political issues at local, national and global levels. Political science curricula typically include courses on political theory, comparative politics, international relations, American politics, public policy and research methods. Political science classrooms often employ a variety of pedagogical approaches, such as lectures, discussions, simulations, case studies, service learning and experiential learning (Bennett, *et al.*, 2011).

Political science classrooms and curricula can benefit from incorporating diverse perspectives and experiences, as well as fostering critical thinking and civic engagement among students. According to a report by the American Political Science Association (APSA), political science education should aim to develop students' political knowledge, analytical skills, civic values and democratic habits (APSA Task Force on Political Science in the 21st Century, 2011). Some of the recommendations from the APSA report include:

- Encouraging students to explore multiple viewpoints and sources of evidence on political issues
- Providing opportunities for students to apply their learning to real-world problems and contexts

- Integrating civic education and civic action into political science courses
- Promoting collaboration and dialogue among students from different backgrounds and identities
- Supporting faculty development and innovation in political science teaching and learning

Political science classrooms and curricula can also benefit from engaging with current events and contemporary challenges, such as climate change, social movements, human rights, inequality, polarisation and globalisation. These topics can help students connect political science concepts and theories to their own lives and interests, as well as motivate them to seek solutions and participate in political processes. Moreover, these topics can help students develop a global perspective and an awareness of interdependence and diversity in the world (Ishiyama 2016). For example:

**Climate change:** Students can learn about the causes and consequences of climate change, the role of international organisations and agreements in addressing it and the actions they can take to reduce their environmental impact or advocate for change.

**Social movements:** Students can learn about the history and dynamics of social movements, the factors that influence their success or failure and the impact they have on political systems and policies.

**Human rights:** Students can learn about the origins and evolution of human rights norms and institutions, the challenges and opportunities for protecting human rights in different contexts and the ways they can support human rights causes or organisations.

**Inequality:** Students can learn about the causes and effects of economic, social and political inequality, the policies and programs that aim to reduce it and the ethical issues involved in addressing it.

**Polarisation:** Students can learn about the sources and consequences of political polarisation, the strategies for overcoming it or managing it constructively and the skills for engaging in civil discourse with people who have different opinions or values.

**Globalisation:** Students can learn about the processes and impacts of globalisation on politics, culture, economy and society, the challenges and opportunities it poses for cooperation and conflict among actors at different levels and the implications it has for their own identities and roles in the world.

Political science is a dynamic and relevant discipline that can prepare students for various careers and roles in society. Political science classrooms and curricula can enhance students' learning outcomes by adopting diverse, innovative and experiential approaches that reflect the complexity and diversity of politics.

Nigeria is a country with diverse cultures, religions, ethnicities, languages and political views. However, this diversity has not been a source of strength and unity, but rather a cause of conflict and division. Nigeria has experienced increasing polarisation along ethno-religious lines, which has undermined its social stability and economic development. One of the main causes of ideological diversity and polarisation in Nigeria is the legacy of colonialism (Okibe, 2022). The British colonial rulers divided Nigeria into three regions based on ethnic and religious affiliations: the predominantly Muslim north, the predominantly Christian south-east and the mixed south-west. The British also favoured some ethnic groups over others, creating resentment and mistrust among the different communities. After independence in 1960, Nigeria faced several political crises and civil wars that exacerbated the ethno-religious cleavages. The most notable

example was the Biafran War (1967-1970), which resulted from the secession attempt of the Igbo-dominated south-east region (National Archive, 2019).

Another cause of ideological diversity and polarisation in Nigeria is the unequal distribution of resources and opportunities among the different regions and groups. Nigeria is rich in natural resources, especially oil, but most of the oil wealth is concentrated in the south-south region, while the north remains impoverished and underdeveloped. This has created a sense of marginalisation and deprivation among the northern population, who feel excluded from the benefits of economic growth. Moreover, Nigeria has a high level of income inequality, with a Gini coefficient of 0.43 in 2013. This means that there is a wide gap between the rich and the poor, which fuels social discontent and political grievances.

A third cause of ideological diversity and polarisation in Nigeria is the lack of a strong and inclusive national identity and vision. Nigeria has not developed a coherent political ideology that can unite its diverse people and guide its development goals. Instead, Nigerian politics is dominated by ethnic and religious interests, patronage networks and personal ambitions. According to one study, Nigerian political parties lack clear ideological orientations and platforms and tend to appeal to voters based on their ethnic or religious affiliations rather than their policy proposals. This reduces voters' choices, weakens accountability and undercuts the representation of diverse perspectives (Okoro, 2022).

One of the effects of the lack of ideological diversity is that it restricts voters' choices and weakens accountability. Most political parties in Nigeria do not have clear or consistent policy platforms or agendas that distinguish them from each other. Rather, they rely on patronage networks, ethnic or religious appeals and charismatic personalities to mobilise support. This makes it difficult for voters to evaluate candidates based on their performance, vision or competence. It also reduces the incentives for politicians to deliver public goods and services or to respond to citizens' needs and preferences (Okoro, 2022).

Another effect of the lack of ideological diversity is that it undercuts the representation of diverse perspectives and interests in the political system. Nigeria has a federal system of government that is supposed to ensure power-sharing and autonomy

among its 36 states and six geopolitical zones. However, due to the dominance of ethnic and religious factors in politics, some regions and groups feel marginalised or excluded from the distribution of resources and opportunities. For example, the South-South and South-West regions have experienced more economic growth and development than the North-East and North-West regions, which have suffered from poverty, insecurity and violence. This has created a sense of grievance and resentment among some segments of the population that could undermine national unity and cohesion.

Lack of ideological diversity in Nigeria leads to uninformed political decisions, disconnection between government and citizens and the perpetuation of unsustainable policies. Without a clear ideological framework or vision, political parties and leaders tend to adopt short-term or populist measures that may not address the root causes or long-term consequences of the country's challenges. For instance, Nigeria has been struggling with the problem of religious extremism and terrorism, especially from the Boko Haram insurgency in the North-East. However, instead of addressing the underlying factors that fuel radicalization and violence, such as poverty, inequality, corruption and poor governance, some politicians have resorted to exploiting religious sentiments or promoting sectarian agendas that could worsen the situation (Okoro, *et al.*, 2021).

The consequences of ideological diversity and polarisation in Nigeria are manifold and detrimental. First, polarisation undermines social cohesion and trust among different groups, leading to intolerance, discrimination, violence and extremism. Nigeria has witnessed several episodes of ethno-religious clashes that have claimed thousands of lives and displaced millions of people. For instance, in 2000-2001, riots erupted in several northern states over the implementation of Sharia law, resulting in hundreds of deaths. More recently, Nigeria has faced the threat of Boko Haram, an Islamist militant group that has launched deadly attacks against civilians and security forces in the north-east (Ogbu, 2013).

Second, polarisation hampers economic development and poverty reduction. Polarisation creates social divisions that hinder cooperation, innovation, productivity and investment. It also reduces public goods provision and social welfare policies that can benefit all citizens. Furthermore, polarisation increases the risk of political

instability and conflict, which disrupts economic activities and discourages foreign investment. According to one estimate, polarisation reduced Nigeria's annual GDP growth by 1 percentage point between 1999 and 2019 (National Bureau of Statistics, 2019).

Ideological diversity and polarisation are two important concepts that have significant implications for political science education. Ideological diversity refers to the range of political views and values that exist in a society or a group. polarisation refers to the extent to which these views and values are clustered around two opposing poles, with little overlap or common ground.

Ideological diversity and polarisation can have both positive and negative effects on political science classrooms and curricula. On the one hand, ideological diversity can enrich the learning environment by exposing students to different perspectives, arguments and evidence on various political issues. It can also foster critical thinking, tolerance and civic engagement among students who learn to appreciate and respect diverse opinions (Levin, 2022). On the other hand, ideological diversity can also create challenges for instructors who have to balance the representation of multiple viewpoints, avoid bias or favouritism and manage potential conflicts or tensions among students with divergent views (Kwasau, 2013 & Ndukwe, 2021).

Polarisation can also have mixed effects on political science education. On the one hand, polarisation can stimulate interest and motivation among students who are passionate about their political beliefs and want to defend them against opposing views. It can also encourage students to seek out more information and sources to support their arguments and challenge their opponents (Prior, *et al.*, 2017; Wojcieszak & Mutz, 2009). On the other hand, polarisation can also undermine the quality and civility of political discourse by reducing the willingness and ability of students to listen to, understand and engage with alternative views. It can also lead to a loss of diversity in the political system, as extreme polarisation reduces the range of issues and options that are considered and debated in the public sphere (Dimock & Wike, 2020 and Ndukwe, 2021). This paper therefore seeks to find out the effects of ideological diversity and polarisation on political science classrooms and curricula in Nigeria.

## STATEMENT OF THE PROBLEM

Nigeria is a diverse country with multiple dimensions of culture, religion, ethnicity, language, climate, occupation and education. However, this diversity has not translated into a vibrant and pluralistic political landscape, where different ideologies and perspectives can coexist and compete peacefully (Ozdamli & Asiksoy, 2016 & Ndukwe, 2021). Instead, Nigeria has witnessed a growing trend of polarisation along ethno-religious lines, which has undermined national integration, social cohesion and democratic governance. This polarisation has also affected the academic field of political science, which is supposed to foster critical thinking, civic education and informed citizenship among students. However, the lack of ideological diversity among political parties and leaders in Nigeria has limited the scope and quality of political science education in the country. Political science curricula and classrooms are often dominated by a narrow and biased view of politics, which does not reflect the complexity and diversity of Nigerian society and politics. It is against this background that this study investigates the effects of ideological diversity and polarisation on political science classrooms and curricula in Nigeria.

## PURPOSE OF THE STUDY

The objective of this study is to investigate the effects of ideological diversity and polarisation on political science classrooms and curricula in Nigeria.

Specifically, the study seeks to:

- Examine the extent and nature of ideological diversity and polarisation among political science students and faculty in Nigeria.
- Analyse the impact of ideological diversity and polarisation on the quality and content of political science education in Nigeria.
- Identify the challenges and opportunities for promoting constructive dialogue and mutual understanding across ideological differences in political science classrooms and curricula in Nigeria.
- Provide recommendations for enhancing the academic and civic benefits of ideological diversity and polarisation in political science education in Nigeria.

## RESEARCH QUESTION

The following research questions guided the paper:

1. What is the extent and nature of ideological diversity and polarisation among political science students and faculty in Nigeria?
2. What is the impact of ideological diversity and polarisation on the quality and content of political science education in Nigeria?
3. What are the challenges and opportunities for promoting constructive dialogue and mutual understanding across ideological differences in political science classrooms and curricula in Nigeria?
4. What are the recommendations for enhancing the academic and civic benefits of ideological diversity and polarisation in political science education in Nigeria?

## LITERATURE REVIEW-

### Overview of Ideological Diversity And Polarisation

The topic of ideological diversity and polarisation has received increasing attention from scholars across various disciplines, such as psychology, political science and communication. Ideological diversity refers to the extent to which different perspectives and opinions coexist within a society or a group, while polarisation refers to the process of increasing divergence and antagonism between opposing camps (Druckman and Levendusky, 2019). In this literature review, we will examine some of the main theories and findings on the causes and consequences of ideological diversity and polarisation, as well as the role of online platforms in facilitating or mitigating them.

One of the key debates in the literature is whether polarisation is driven by issues or by affect. Issue-driven polarisation occurs when people have different policy preferences and beliefs on various socio-political matters, such as immigration, abortion or climate change (Duffy, *et al.*, 2019). Affective polarisation occurs when people have negative emotions and attitudes towards members of the opposing group, regardless of their actual policy positions (Levendusky, 2018). Some scholars argue that issue-driven polarisation is more prevalent and consequential than affective polarisation, as it reflects genuine ideological differences that shape political behaviour and outcomes (Abramowitz and McCoy, 2019). Others contend that affective polarisation is more pervasive and problematic than issue-driven polarisation, as it fosters distrust, intolerance and hostility that undermine democratic norms and institutions (Druckman and Levendusky, 2019).

Another important debate in the literature is whether polarisation is enhanced or reduced by online platforms. Online platforms are digital spaces where people can access, create and share information and opinions on various topics. Some scholars suggest that online platforms exacerbate polarisation by creating echo chambers or filter bubbles, where people are exposed to selective and biased information that confirms their existing views and reinforces their group identity (Sunstein, 2017). Other scholars propose that online platforms moderate polarisation by enabling cross-cutting exposure and dialogue, where people encounter diverse and challenging information that broadens their perspectives and fosters mutual understanding (Bakshy, *et al.*, 2015).

### **What is the Extent and Nature of Ideological Diversity and Polarisation among Political Science Students and Faculty in Nigeria?**

The question of ideological diversity and polarisation among political science students and faculty in Nigeria is an important one for understanding the state of the discipline and its implications for society. Ideological diversity refers to the range of political views and beliefs that exist among a group of people, while polarisation refers to the extent to which those views and beliefs are clustered around opposite extremes and are associated with strong emotions and identities. Political science, as a field of study that deals with the theory and practice of politics, governance and public policy, is expected to foster critical thinking, evidence-based reasoning and civic engagement among its students and faculty. However, if political science students and faculty are ideologically homogeneous or polarised, this may affect their ability to conduct objective and rigorous research, teach diverse perspectives and engage in constructive dialogue with others who have different opinions (Bakshy, *et al.*, 2015).

There is limited empirical research on the level and nature of ideological diversity and polarisation among political science students and faculty in Nigeria. However, some possible sources of data and methods for measuring these phenomena are surveys, interviews, content analysis of publications and syllabi, network analysis of citations and collaborations and experiments. These methods can help capture the self-reported or revealed political preferences, attitudes, values, identities and behaviours of political science students and faculty in Nigeria, as well as their exposure to and interaction with diverse viewpoints. Moreover, these methods can help

compare the ideological diversity and polarisation among political science students and faculty in Nigeria with those in other countries or disciplines and examine how they vary across different institutions, regions, subfields or cohorts (Levendusky, 2018). For example, one could use surveys to assess the political leanings of political science students and faculty in Nigeria on various issues such as democracy, human rights, corruption, security or development. One could also use content analysis to examine the ideological orientation of political science publications or syllabi in Nigeria on topics such as federalism, ethnicity, religion or gender. One could also use network analysis to map the citation patterns or collaborative ties of political science researchers or teachers in Nigeria across different subfields or institutions. Furthermore, one could use experiments to test the effects of ideological diversity or polarisation on the quality or outcomes of political science research or teaching in Nigeria.

Studying ideological diversity and polarisation among political science students and faculty in Nigeria can have several benefits for advancing the discipline and addressing societal challenges. First, it can help identify potential sources of bias or blind spots in political science research and teaching that may affect the validity, reliability, generality or relevance of its findings and recommendations. For instance, if political science students and faculty in Nigeria are predominantly liberal or conservative in their views, they may overlook or downplay alternative explanations or solutions that do not fit their ideological framework. Second, it can help promote a culture of openness, tolerance and respect for diverse opinions among political science students and faculty in Nigeria, which can foster intellectual curiosity, creativity and innovation. For example, if political science students and faculty in Nigeria are exposed to or interact with different viewpoints on various political issues or problems, they may learn new perspectives or approaches that can enrich their understanding or improve their performance. Third, it can help enhance the public role and impact of political science in Nigeria by improving its communication with policymakers, practitioners, media, civil society and citizens who may have different ideological orientations or expectations from the discipline. For instance, if political science students and faculty in Nigeria are aware of or responsive to the ideological diversity or polarisation among their audiences or stakeholders, they may be able to tailor their

messages or recommendations in a way that is more persuasive or acceptable.

### **What is the Impact of Ideological Diversity and Polarisation on the Quality and Content of Political Science Education in Nigeria?**

The quality and content of political science education in Nigeria are influenced by the ideological diversity and polarisation that exist in the country's political system and society. Political science education is the study and analysis of the theories, institutions and processes of political systems and their functions within complex societies. It also involves the methods of teaching political science in tertiary institutions or government in secondary schools. Ideological diversity refers to the existence of different political beliefs, values and orientations among individuals or groups, while polarisation refers to the extent to which these differences are sharp, intense and antagonistic (Levendusky, 2018).

Ideological diversity and polarisation can have both positive and negative impacts on the quality and content of political science education in Nigeria. On the positive side, they can foster critical thinking, debate and dialogue among students and teachers, as well as expose them to various perspectives and approaches to political issues and problems. For example, students can learn about the merits and demerits of different political ideologies such as liberalism, conservatism, socialism, nationalism, feminism, etc. They can also compare and contrast the political systems and practices of different countries and regions such as the United States, China, Europe, Africa, etc. They can also apply their knowledge to analyse the current political trends and challenges in Nigeria such as corruption, insecurity, ethnic conflicts, electoral reforms, etc.

On the negative side, ideological diversity and polarisation can also undermine the quality and content of political science education in Nigeria. They can lead to bias, prejudice and intolerance among students and teachers, as well as create conflicts and divisions within the classroom and beyond. For instance, students and teachers may favour or reject certain political views or positions based on their personal or group affiliations or interests. They may also stereotype or discriminate against others who hold different or opposing views or positions. They may also resort to violence or aggression to impose or defend their views or positions. Also, they may disregard or

distort the facts or evidence that contradict or challenge their views or positions (Ndukwe, 2019).

Therefore, it is important for political science educators in Nigeria to balance the benefits and challenges of ideological diversity and polarisation in their curriculum design and pedagogy. They should aim to provide students with a comprehensive, balanced and critical understanding of political science concepts, theories and methods, as well as their applications to the Nigerian reality. They should also encourage students to respect, appreciate and engage with different ideological views and positions, while also developing their own informed opinions and judgments. Furthermore, they should foster a conducive learning environment that is inclusive, respectful and collaborative, as well as conducive to innovation and creativity.

### **What are the Challenges and Opportunities for Promoting Constructive Dialogue and Mutual Understanding Across Ideological Differences in Political Science Classrooms and Curricula in Nigeria?**

One of the main challenges for promoting constructive dialogue and mutual understanding across ideological differences in political science classrooms and curricula in Nigeria is the lack of innovative teaching methods and strategies that can engage students in critical thinking and active learning. Okoro, *et al.*, (2021) assert that the traditional method of teaching government in Nigeria's secondary school system has led to poor performance of students and failure to imbibe the culture of social and political assets for national development. They recommend that teachers should adopt innovative techniques such as computer-assisted instruction, mind maps, flipped classroom and problem-based learning to enhance students' performance and comprehension in government subjects. Similarly, Serdyukov, (2017) argues that innovation in education is essential for improving student's learning outcomes and preparing them for the challenges of the 21st century.

Another challenge is the limited exposure of students to the history and diversity of political thoughts and theories that have shaped the development of political systems and institutions around the world. Okoro (2022) contends that students should be adequately exposed to the history of their societal and political development and civilization through political science education, to enable them to have a rich

knowledge of their societies' and states' historical evolution and development. He also highlights the implications of classical and modern political thoughts for the emerging field of political science education in Nigeria, such as Plato, Aristotle, Machiavelli, Marx and others. In addition, Agarwal, (1976) emphasizes the importance of studying political theory as a branch of political science that deals with the principles and concepts of political phenomena.

Some of the opportunities for promoting constructive dialogue and mutual understanding across ideological differences in political science classrooms and curricula in Nigeria include the incorporation of interdisciplinary and comparative perspectives, the use of case studies and simulations and the fostering of a democratic and inclusive learning environment. For instance, students can benefit from learning about different aspects of political science such as sociology, economics, psychology, law, history, geography and international relations, as well as comparing different political systems and cultures across regions and countries. Moreover, students can enhance their analytical and communication skills by engaging in case studies and simulations that require them to apply political concepts and theories to real-world scenarios and problems. Furthermore, teachers can create a democratic and inclusive learning environment by encouraging students to express their opinions, respect diverse viewpoints, collaborate with peers and participate in decision-making processes.

Promoting constructive dialogue and mutual understanding across ideological differences in political science classrooms and curricula in Nigeria is a vital goal that can contribute to the development of a democratic culture and citizenship among students. However, this goal faces several challenges such as the lack of innovative teaching methods and strategies, the limited exposure of students to the history and diversity of political thoughts and theories and the prevalence of social and political conflicts and divisions in the country. Therefore, teachers should adopt various opportunities such as incorporating interdisciplinary and comparative perspectives, using case studies and simulations and fostering a democratic and inclusive learning environment to overcome these challenges and enhance students' learning outcomes.

### **What are the Recommendations for Enhancing the Academic and Civic Benefits of Ideological**

### **Diversity and Polarisation in Political Science Education in Nigeria?**

Ideological diversity and polarisation are two phenomena that affect political science education in Nigeria and other countries. Ideological diversity refers to the existence of different political views and values among citizens and scholars, while polarisation refers to the extent to which these views and values are aligned or opposed along partisan, ethnic or religious lines. In this paper, we Ideological diversity and polarisation are two phenomena that affect political science education in Nigeria and other countries as well. Ideological diversity refers to the existence of different political views and values among citizens and scholars, while polarisation refers to the extent to which these views and values are aligned or opposed along partisan, ethnic or religious lines. This paper examines the recommendations for enhancing the academic and civic benefits of ideological diversity and polarisation in political science education in Nigeria. We draw on the literature from complex systems theory, social psychology and comparative politics to address the following questions: How do ideological diversity and polarisation emerge and evolve in political systems? What are the effects of ideological diversity and polarisation on political learning, participation and cooperation? And what are the best practices for fostering constructive dialogue, critical thinking and civic engagement among political science students and educators in a diverse and polarised society?

Based on the analysis of the researcher, some recommendations were proposed for enhancing the academic and civic benefits of ideological diversity and polarisation in political science education in Nigeria.

#### **These Include:**

- (1) Promoting a pluralistic and inclusive approach to teaching political science that exposes students to a variety of perspectives and sources of information;
- (2) Encouraging active learning methods that engage students in collaborative problem-solving, deliberation and simulation exercises;
- (3) Developing a culture of respect and civility among students and educators that fosters mutual understanding and appreciation of different viewpoints;
- (4) Incorporating comparative and interdisciplinary perspectives that highlight the

diversity and complexity of political systems around the world;

(5) Integrating civic education and service learning opportunities that connect students to their communities and foster a sense of social responsibility; and

(6) Supporting professional development and networking among political science educators that enhance their pedagogical skills and knowledge.

## SUMMARY

This paper examines the effects of ideological diversity and polarisation on political science classrooms and curricula in Nigeria. It argues that the increasing diversity and polarisation of political views among students and faculty have implications for the quality of teaching and learning in political science. The paper reviews the literature on ideological diversity and polarisation in Nigeria. The paper identifies the challenges and opportunities of teaching political science in a diverse and polarised context and offers some recommendations for enhancing the pedagogical effectiveness and academic freedom of political science educators in Nigeria. Some of the challenges include managing conflicts and controversies, addressing biases and stereotypes and balancing competing perspectives and values. Some of the opportunities include fostering critical thinking, promoting civic engagement and developing intercultural competence. The paper suggests some strategies for political science educators to cope with these challenges and opportunities, such as adopting a pluralist approach, creating a respectful and inclusive classroom climate and incorporating diverse sources and viewpoints into the curriculum.

## CONCLUSION

This paper has examined the effects of ideological diversity and polarisation on political science classrooms and curricula in Nigeria. It has argued that ideological diversity is beneficial for enhancing critical thinking, tolerance and civic engagement among students, while ideological polarisation is detrimental for fostering dialogue, cooperation and mutual respect. It has also suggested some strategies for addressing the challenges posed by ideological polarisation, such as promoting pluralism, moderation and deliberation in the curriculum, encouraging respectful and constructive debate in the classroom and providing opportunities for intergroup contact and collaboration among students. The paper has concluded by emphasizing the importance of

ideological diversity and polarisation for advancing political science education in Nigeria. Political science educators in Nigeria have a vital role to play in cultivating a culture of democratic citizenship and civic responsibility among their students, which can contribute to the stability and development of the country.

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